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DD/S

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NO CHANGE in Class. ☐

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Class. CHANGED TO: TS S (C)

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1763

Date: 010278 By: 025

7 December 1956

MEMORANDUM FOR: Director of Training

SUBJECT: Year-End Report, Intelligence School

1. The Intelligence School, formerly the Basic School, has completed its second year. This report is a brief summary of what has been accomplished during the past year, and an outline of major lines of activity, as we now see them, that lie ahead.
2. Three broad types of action took major attention during the year:
  - a. Operation and improvement of a going program of training activities.
  - b. Building of a new Intelligence School organization, following the merger of elements of the former Intelligence and Basic Schools.
  - c. Development of individual staff members, both in terms of their usefulness to the Agency as producers, and in furtherance of their aspirations as individual human beings.
3. With respect to the first major line of action, keeping the program going, established training commitments have been given first priority. The Intelligence School has maintained its record of never failing to present a scheduled course for which there was adequate demand. The record shows that there have been very few instances where the School has expended time and effort in scheduling activities for which effective demand failed to develop. To maintain this record has not been easy this year, because reorganization has meant difficulties in assignments, space, and timing. These were met and overcome. The former Intelligence School staff housed in Wing B, Alcott, is now housed in R & S Building, as is the Management Training Faculty. Limited classroom space has been adapted for use in R & S Building, and its occupancy tightly scheduled. Other space, facilities and staff have been found, occasionally on an improvised basis, and all standing commitments have been met.

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4. In the second task, building a new Intelligence School organization, we have made a solid beginning during the past year. Elements of the former Intelligence School have become affiliated with the new organization. Assigned under a very flexible working arrangement, they have continued the former programs, chiefly Intelligence Techniques, OO/C Refresher and Writing Workshop, and have begun to work on program development. Jointly, staff members from both the former Intelligence School and the former Basic School are studying possible new program activities. Some degree of staff interchange between the formerly separate faculties has been achieved in conducting programs as well, e.g., in the Intelligence Orientation. Representing five months' work, this is only a beginning. The task ahead in this field is a dual one, of devising, testing, and securing Agency (and especially DD/I) acceptance of new offerings; and of building a specific organizational pattern suited to current needs. It is our aim to bring about an arrangement which will permit fuller use of all staff members, will ensure responsibility for each training presentation, and will encourage the exercise of initiative. It is through such long-term developments, still to be achieved, that the new organization can become fully integrated and effective.

5. The third major objective, that of career management, has continued substantially unchanged during the year. Individual problems have been made more complex as a result of reorganization. A major career planning effort has been to find the right job for individuals within the Intelligence School. The basic aim reported by the Intelligence School a year ago is still valid:

"The development of individual staff members, and through them our total capability, is a continuing objective consistent with the OTR approach to supervision and career management. Examples of internal reassignments for development purposes, use of the understudy system, assignments to internal and external training, and particular supervisory attention to individual cases, are to be found in all parts of the School. What we are after performance-wise is a staff which, individually, has a primary specialization plus enough versatility in other fields to be able to help where help is needed; and career-wise, people who can expand progressively their potential usefulness in the Agency as a whole."

6. Specific matters in the Intelligence School calling for attention in the coming months are for the most part related directly to our product--training offerings--and can best be described in connection with specific activities.

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SUBJECT: Year-End Report, Intelligence School

A. Intelligence Faculty

- (1) Continue operation of major going programs such as the Intelligence Orientation and Intelligence Techniques, and with continuing attention to sharpening presentations.
- (2) Further integrate, on a solid, long-term basis, the activities of former Intelligence School with related activities carried over from Basic School; and build a detailed organizational pattern and chain of command to fit.
- (3) Develop, as rapidly as ideas, staff and available facilities will permit, a program of new and adapted component-tailored training courses, designed for and accepted by specific groups of users.
- (4) Complete detailed planning and coordination of a reading-package version of Intelligence Orientation, for long-term Agency employees who have not had Intelligence Orientation, but who do not need to spend four weeks full-time to grasp the material.
- (5) Writing: Outline a systematic and realistic training coverage of writing suited to Agency needs; and within limits of available resources, present a range of programs which will satisfy these needs.
- (6) Maps: Complete planning for, and present, a course in the use of maps in intelligence.
- (7) Research Methods: Explore the possibilities of such a course for DD/I analysts, in the form of advanced or refresher training, using the development process as a means for strengthening Intelligence School liaison with DD/I components.

B. Management and Supervision

- (1) Continue to expand the recently developed Special Management programs in DD/I and DD/P, [REDACTED] whenever the component head is willing to leave Headquarters.
- (2) Develop and use an effective form of follow-up meeting for students in Basic Management and improve the form used in Basic Supervision.

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SUBJECT: Year-End Report, Intelligence School

(3) Continue to extend the coverage of Agency supervisors and middle managers by some form of basic management training; an estimated 30% of eligible Agency supervisors and middle managers have so far received such training.

C. Administrative Training

(1) Strengthen the vital Tradecraft phase of Operations Support and Administrative Procedures instruction.

✓ (2) Study the present coverage of administrative training, with a view to finding new areas of training need, especially for middle-grade and senior support personnel, by function.

(3) Continue collaboration with the Operations School in developing systematic training coverage of dispatches and cables.

✓ (4) Publish in the form of Training Manuals at least two handbooks, one on Finance and one on Logistics.

D. Clerical

(1) Continue to provide, as at present, three-way coverage of the clerical field, with, in addition, attention to special services needed by components or groups which lie within capability of present staff.

E. Orientations

(1) Solidify the job assigned the new Orientations Officer, through firming up liaison channels, broadening experience and capabilities, and winning confidence of those using the Orientation function.

(2) Secure a broader coverage for Dependents' Briefing (actually, a Dependents' Orientation) through persuading the operating organizations to plan ahead and more effectively to make use of the program.

(3) Continue to offer briefing at the request of the area divisions, with the expectation that clear definition of the scope of briefing activities of the Orientations Officer will gradually come about through usage and practice.

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F. Reading Improvement

(1) Continue to present reading training to Agency personnel on the present basis, at about present volume.

(2) Produce an analysis of the readability of certain types of written matter in use in the Agency. One object will be to indicate components or types of material on which training in reading or in writing should be concentrated.

G. Instructor Training

(1) Continue present flexible, semi-tutorial basis of training, with increased effort to adapt to needs of Headquarters staff.

(2) Find at least one additional instructor to present Instructor Training, for better backstopping and flexibility.

7. With respect to the Intelligence School as a whole, four further factors are being taken into account in plans for the immediate future. One is to make a more systematic arrangement between the Chief and Deputy Chief, so as to cover adequately administrative detail and to assure attention to program development. Second is to plan and carry out staff replacements, as these are brought about by rotation and attrition, to fit long-term objectives and to provide as far as possible for individual accretions of strength and competence in each personnel action. Third is to continue building in the Intelligence School a sense of unity as a working group. Fourth is to try to maintain in the Intelligence School its present dynamic and flexible approach to program development, even within sharp limits of T/O and space.

8. This report has dealt in broad terms with the program accomplishments of the part year, (further detail as to specific program developments is contained in Tab A, Instructional Summary), but the report has given major attention to emerging problems and possibilities, and to the lines of action we anticipate for the future. This emphasis on planning is a reflection of the priority in effort currently being applied. We feel this to be the right emphasis for the second annual report of the Intelligence School, an organization which has a short history and a long future.

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Acting Chief, Intelligence School

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TAB A

INSTRUCTIONAL SUMMARY: INTELLIGENCE SCHOOL

November 1955 through October 1956

Year Ago

Today

Intelligence Orientation Faculty

Intelligence Orientation: A 3-week course; just commencing a new schedule of 11 presentations per year.

Intelligence Orientation, a 4-week presentation, with a full two weeks devoted to Introduction to Intelligence. In the year, 1076 students took BOC or its successor, the IO. ✓

"County Fair" viewed by Agency personnel, with rare visitors.

Organized effort to bring in selected representatives of the Intelligence Community resulted in nearly 100 IAC guests of DD/I components visiting the County Fair--a service both to the guests, and to the DD/I components through which they were invited.

An American Thesis, in preliminary documentary form, in use as course material.

An American Thesis in increasing demand by students and other Agency users, to the extent of 880 copies. Seventy more given to the State Department at their request.

Preliminary negotiations and plans made for a synoptic orientation course for Security Officers going overseas.

Intelligence Faculty (Other than IO)

Intelligence Principles and Methods being conducted as a post-orientation program, without specific training target.

Intelligence Techniques, successor presentation, designed and being presented primarily for JOT's, with specific and limited participation by DD/I components and NSA.

OO/C Refresher offered twice a year.

Continued offering of OO/C Refresher, with preliminary plans underway for extension of the component-tailored Refresher idea to other organizational units of the DD/I.

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Year Ago

Today

Other intelligence training limited to Writing Workshop.

Writing Workshop continuing. Preparation of one new program, on the use of maps in intelligence, well advanced; other types of special training for intelligence analysts under study. A common theme can be found in this planning, of breaking away from rigid preceptorial framework, and to adapt basic material to a variety of groups so as to increase production capability.

Management Training Faculty

Basic Management established as a presentation, with 339 Agency middle management personnel having taken one of 18 presentations to date.

Continued progress in the familiarization of Agency middle-level personnel with the pattern of management requirements: 491 students have been reached in a total of 28 presentations through November.

Basic Management the only form of training for middle management, GS-11 through GS-15.

Four presentations of Management Conference, two at Headquarters for SR Division and [REDACTED] each for CRR and OSI, covering grade ranges GS-12 through GS-18. Designed and accepted as a component-tailored service by CTR.

Basic Supervision completing its first year, with 10 presentations.

Fourteen presentations for 240 first-line supervisors, GS-5 through GS-14. Demand intermittently heavier than regular schedule of 10 presentations could accommodate, with the result that 4 extra presentations were worked in during the year.

Follow-up meetings had been held for 7 of the first 10 classes.

Follow-up meetings, as a means for testing the training content, and of "gluing in" the training, held eight times during the year.

Administrative Training Faculty

Operations Support in operation as a five-week course.

Continued presentation of Operations Support, six times during the year to a total of 228 students. Well over half of these were from the DD/P. Seven major features added to schedule.

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Year Ago

Today

Reading Improvement

Commencing staff reduction from 6 to 2.

Programs concentrated on general reading improvement and analysis.

Staff stabilized with two instructors. The junior instructor being trained.

Reading Improvement and Reading Analysis continued; services to meet special needs provided, e.g., Document Analysis Workshop, Cable Reading Improvement.

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TAB B

Visual Aids Staff

June - November 1956

1. The Visual Aids Staff was assigned administratively to the Intelligence School in June 1956. It has since undergone several changes designed to maintain output, improve morale, and establish a sound basis for future operation. These changes are not yet complete, but a considerable overall improvement can be reported.

2. The Chief, Intelligence School, took personal charge of the staff, particularly in dealing with personnel matters and factors affecting morale.

3. Mr. [REDACTED] was assigned as additional duty to oversee the shop schedule and daily work, to the extent permitted by his regular duties. Procedures and work methods were revised to allow for better flexibility, priorities and exchange of work.

4. A systematic effort was made through time-consuming individual and group meetings to let the artists know where they stood. The former chief had transferred out at the end of May. By November no others had left, though in June all of them were asking to transfer. (After the close of the period being reported, one man who had indicated his intention to resign did so.) The other four members of the staff have decided they want to stay in OTR, have withdrawn their requests to shop, and have prepared Career Plans accordingly.

5. With the help of PO/TR, reclassification study of the positions was started to provide a sound pattern comparable to those of other shops in the Agency. (At the end of November this had produced satisfactory results.)

6. The artists were encouraged to seek increased contact with instructors and to take opportunities to see their visual aids in use. Work was begun on a visual aids manual for instructors' use.

7. Efforts were underway at the end of the period to fill the two vacancies in the Section. One slot was earmarked for an applicant being processed in, and tentative plans were being made for filling the key vacancy, that of chief of the Section.

8. These measures were effective. There was a marked upturn in morale, and at no time did the Section fail to produce a reasonable amount of work of acceptable quality. However, at the end of October

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the Section was not yet ready to run without special attention. The emphasis during the first five months was, of course, on getting out production and in putting various grievances in order. A continuing effort will be made, so long as the Visual Aids Section is in the Intelligence School, to upgrade quality both in visual aids and in the use made of them by instructors. Over the long run the aim will be to staff the Section out completely, with its own built-in supervision; and to achieve working recognition by the artists and those whom they serve, that the artist is the effective special assistant of the instructor.

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